



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	54	39	93	<b>6</b>	8	8	16
<b>K</b>	9	17	26	<b>7</b>	8	11	19
<b>1</b>	10	9	19	<b>8</b>	8	7	15
<b>2</b>	7	19	26	<b>9</b>			0
<b>3</b>	16	9	25	<b>10</b>			0
<b>4</b>	12	12	24	<b>11</b>			0
<b>5</b>	5	9	14	<b>12</b>			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>277</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
0 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
92 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1.	277
(5)	Total transferred students in row (3) divided by total students in row (4).	0.018
(6)	Amount in row (5) multiplied by 100.	1.805

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

All our students are English speaking.

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

We do not participate in the free and reduced-price school meals program.

10. Students receiving special education services: 2 %

Total Number of Students Served: 6

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>7</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>4</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>21</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	94%	95%	95%	96%	96%
Daily teacher attendance	95%	96%	98%	99%	98%
Teacher turnover rate	0%	14%	17%	28%	7%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In the year 2008-2009, Saint Mary School experienced a 94% daily student attendance rate. This number reflects an increase in student illness including the flu.

The years that show a teacher turnover rate of over 12% reflect changes due to faculty relocation and other family needs.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
<b>Total</b>	_____	%

## PART III - SUMMARY

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### **Ad Maiorem Dei Gloriam. Mens Sano in Corpore Sano.**

A unique NEASC accredited institution, Saint Mary School is a vibrant community reaching out to all learners from preschool to grade eight. The mission to develop the whole person encompasses the spiritual, academic, and physical growth of each student. This mission is achieved through a collaborative partnership. Students, teachers, parents, staff, clergy, custodians, and the principal create a “spiritual community of learners”. Teachers are empowered to carry out this mission within a professional learning community by sharing ideas and expertise in an environment of mutual respect. Parents play a vital role in the education of their children by participating in the Home School Association, the School Advisory Board, and a myriad of volunteer opportunities within the school. As the motto above indicates, the school works with the students to help them achieve a **sound mind and body for the greater glory of God.**

**The Spiritual:** The Catholic faith guides each individual’s journey. In the spirit of Christ and His teachings, empathy and tolerance are encouraged. Religion is taught as a way of life, and a spiritual connection is fostered among all the members of the Saint Mary community. Based on this spiritual mission, students are involved in local and international service projects including working with the poor and the elderly.

**The Academic:** Saint Mary School offers students and staff members a rigorous and collaborative academic experience. The school’s primary goal is to develop each student’s God given intellect, and to honor God through the use of their unique abilities. A challenging and dynamic curriculum, based on standards, encourages student achievement. Fine Arts, Physical, and Health Education are integrated across the curriculum. Instructional leaders help teachers utilize curriculum maps which drive instruction to maximize student achievement. Reading, writing, and math are essential skills that support an integrated instruction infused with technology. World Language instruction begins in kindergarten and continues through eighth grade.

**The Physical:** Students and staff are committed to physical fitness and wellness. This takes place through a standards based physical education program, a middle school health education program, and after school activities. During the year, the staff is engaged with students in various sporting events promoting physical fitness. Wellness and nutrition information is communicated to parents and students through a monthly activities calendar.

Rededicated in 1997, Saint Mary School has created a tradition of excellence within the academic community of the town of Ridgefield. Accomplishments in academics and a commitment to community service are recognized through the attainment of many noteworthy student awards. These include the Saint Thomas Aquinas Award for Academic Success, the President’s Award for Academic Excellence, the Knights of Columbus Essay Contest, the Creative Communications Contest, and the Catholic War Veterans Outstanding Citizenship Award. Furthermore, students were nominated for and attended Lead America and the Summer Institute for the Gifted. Most impressive is the fact that over 50% of the 7<sup>th</sup> and 8<sup>th</sup> grade students qualified for participation in the Johns Hopkins Center for Talented Youth program. Additionally, several students published work in literary journals and anthologies.

A tradition of educating each individual (spiritually, academically, and physically) within a context of compassion and mercy, provides students with the confidence to face life’s challenges. In 2005, Saint Mary School graduated its first 8th grade. These current college freshmen were accepted to prestigious universities such as Notre Dame, Northwestern, Georgetown, West Point, and the United States Naval Academy. A recent graduate states it best, “Saint Mary School helps you to discover who you are, and the kind of person you want to be.”

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Assessments help measure the progress of the academic journey.

Saint Mary School uses the Iowa Test of Basic Skills (ITBS) to assess yearly student progress. This test is a nationally normed assessment given to students in grades 3-7. The test is administered to fulfill three main purposes: (1) to inform instruction, (2) to provide information about student achievement and growth, and (3) to examine the yearly progress of cohort groups as they progress from grade to grade. Students are assessed in vocabulary and reading comprehension, which includes factual understanding, inference and interpretation, and analysis and generalization. In math, student assessments include concepts and estimation, problem solving and data interpretation, and computation. As part of the ITBS, science and social studies sub-tests are administered to grades 5 and 7. Social studies is administered to the 3rd grade.

Students in grade 1, 3, 5, and 7 take the Cognitive Abilities Test (COGAT), which assesses aptitude. These assessments reflect a student's potential for learning versus achievement in a given school year. Additionally, a criteria referenced math benchmark test is given to all 4<sup>th</sup> graders twice a year to measure computation abilities.

A review of test scores in reading and math over the last five years indicates a trend of improvement in achievement. Based on Percentile Rank of Average Standard Scores: National Student Norms, Saint Mary School's mean for the five year period of 2004-2009 is 80 for math and 85 for reading. In 2008-2009, reading scores at Saint Mary School for grades 3-7 indicated a ranking as high as the 88<sup>th</sup> percentile and math scores as high as the 86<sup>th</sup> percentile.

Grade 7 ITBS math scores have continued to rise each school year from 2004 through 2009. Grade 7 ITBS reading scores have consistently been above the Blue Ribbon qualifying score for each of the school years from 2004 through 2009 with scores ranging from the 85<sup>th</sup> percentile to the 93<sup>rd</sup> percentile. Tracking the 7th grade cohort student group in 2008-2009 indicates a successful trend in both math and reading scores with ITBS percentile rankings which consistently exceed Blue Ribbon qualifying scores by as much as 10-15 points.

Not all classes have the same student composition year to year and scores vary based upon that unique composition. Saint Mary School data teams review all ITBS test results each year, analyzing data for each grade and tracking cohort groups; all results are reviewed cross grade and longitudinally. In the year 2008-2009, the data teams identified a lower percentile ranking from the prior year's ITBS testing in the area of computation for grade 5. Therefore, an instructional plan was implemented to address the increase in computational concepts students are expected to master in grade 5. The plan included small group instruction with the learning specialist, professional development, defining a SMART goal for this area of weakness, and integration of technology support through the Blue Ribbon Program (Stamford, Connecticut). This plan is monitored on an on-going basis with periodic assessments reviewed by administration and the data teams.

Information for the Iowa Test of Basic Skills administered by Saint Mary School can be found at [www.riverpub.com](http://www.riverpub.com).

In addition to analysis of standardized test data, students self assess in relation to the standards on curriculum maps. In K-8, curriculum maps are translated into developmentally appropriate language and posted in classrooms. In kindergarten, the curriculum is displayed in poster form with pictures and symbols for students to monitor their progress. In the middle school, each student has copies of curriculum maps and assesses their individual progress.



## **2. Using Assessment Results:**

Summative assessments results, as indicated by ITBS scores, have a critical role in improving student achievement. When the ITBS results are received, data teams composed of teachers study them in professional learning communities. This analysis focuses on individual student performance, class performance, and the progress of cohort groups. Based on this examination, grade level teams look at ways to improve their curriculum maps to drive instruction.

Teachers use data driven decision making to help set individual, class, and school goals. These are formatted as SMART goals. Each must be specific, measurable, achievable, relevant, and timely. A teacher will assess the data by digging deep to identify areas needing improvement. From this information, instructional methods are reviewed, and professional learning communities are utilized to refine teacher instruction. For example, the 5<sup>th</sup> grade teacher at Saint Mary School noted multiplication deficiencies in the class after reviewing the ITBS scores with the data team. After using an alternative assessment program to confirm the data, the teacher attended professional development, focusing on instructional methods in multiplication computation. Upon implementation of these new methods, reassessment showed significant improvement.

Formative tests, as well as informal teacher observations, influence implementation of the curriculum across all grade levels. Weekly and quarterly assessments indicate mastery of benchmark skills, which enable students to meet and exceed state standards. Differentiated instruction occurs when the two learning specialists work with teachers to provide response to intervention, individual student support, and professional development. Instructional Leaders in all subject areas review student progress in order to share data at bi-monthly staff meetings. The data is then used for vertical articulation. Professional learning community members continually identify areas for improvement and devise differentiated instruction across the curriculum.

## **3. Communicating Assessment Results:**

Prior to the ITBS assessments, a letter is sent to parents educating them about the tests. This communication explains the test results and how they will be used. This letter illustrates suggestions to help parents prepare their children to take high stakes tests. Classroom teachers discuss standardized tests with students and offer reassurance that these tests are one measure of their academic performance. Students are also informed that the test is not a means to judge them, but to help the learning community see where improvements can be made. Again, the emphasis is about honoring God through developing the intellect He gave them. In that light, we ask them to see it as a *self-assessment*. Results are then celebrated in a much more meaningful context.

Once received, ITBS results are quickly distributed to the staff for their analysis and feedback. A letter of explanation from the principal is sent to each parent in which the data is disaggregated, along with their child's ITBS results. Parents are encouraged to contact their child's teacher for further explanation if necessary.

Communicating the assessment of student progress is ongoing throughout the year. It includes reviewing student work based on rubrics, quarterly progress reports, formal parent teacher conferences, and quarterly report cards. Church bulletins, newspapers, and the school's web site report Saint Mary School noteworthy achievements including the Blue Ribbon nomination. Periodic meetings are held with local public schools to review areas of mutual concern in terms of curricular and assessment information.

During faculty meetings, data teams meet to interpret assessment results, note performance gaps, and communicate the implications for student development through teacher instruction and remediation. Student work is presented to the staff through portfolios; while exemplars are used with both students and teachers to improve performance.

#### 4. **Sharing Success:**

Communicating student and faculty achievements is a source of great pride for Saint Mary School. Students and faculty participate in academic endeavors and service projects. During Open Houses for prospective students and realtors, student work and power point presentations adeptly portray the school's accomplishments. Local high school students experience Saint Mary School's success while interning with teacher mentors. Success stories are communicated through school, parish, local, and diocesan newspapers.

These accomplishments include participation in Relay for Life, winning Knights of Columbus writing and art contests, and participation in spelling and geography bees. Students host a holiday party and performance for senior citizens as a way to build connections within the community. Helping 8<sup>th</sup> graders become successful in real word experiences, parents and community members perform roles as jurors, witnesses, and legal coaches in the mock trial. Annually, the 8<sup>th</sup> grade raises funds to purchase a gift recognizing the success experienced as a result of their education.

The principal meets with the Student Council to discuss the state of the school. Some of the best ideas for success come from students. Ideas are shared in forums including the professional learning community, diocesan administrative meetings, school cluster meetings, retreats, and the Diocesan Teacher Institute. Along with the Diocese, Saint Mary School shares its successes at conferences such as the National Conference on Curriculum Mapping held in Park City, Utah.

Teachers communicate success within classrooms by sharing lesson plans with teachers around the country through the innovative technology program, Tech Paths.

If awarded Blue Ribbon status, workshops modeling best practices will be offered at a local college and at the Diocesan Teacher's Institute. Teachers will be invited to observe standards based lessons taught in an authentic setting. Online mentoring will be offered along with blogs to share techniques, experiences, and research.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Saint Mary School provides a rich standards based curriculum, in accordance with the State of Connecticut. Academics are held in high esteem, while the whole child remains the focus. Mind, body, and soul are inter-related throughout the curriculum, giving students authentic meaning to their education.

**Religion:** Students are empowered to live the Gospel values. From Pre-K through eighth grade, students develop an appreciation for God and all creation. The Director of Campus Ministry directs programs including: the Thanksgiving prayer service, the Christmas Pageant, the Living Stations of the Cross, and community service projects, such as a sneaker collection for Haitian children. Students lead First Friday Masses and regularly visit the Adoration Chapel.

**Mathematics:** Students use real life math skills by studying architectural patterns, and creating board games to practice decimals, fractions, and percents. Middle schoolers use trigonometric ratios to chart the landscape of the campus by measuring tree height. Problem solving skills are developed through differentiated instruction, the use of manipulatives, and through technology. Math fairs, surveys, and computer programs integrate statistics, algebraic thinking, and geometry. Students participate in the Catholic Math League Competition.

**Language Arts:** An integrated Language Arts program focuses on reading, writing, and oral communication. Each grade level regularly devotes a block of time to independent reading. Writer's workshops, guided reading, and literature circles provide support to balanced literacy. Camp Read-a-Lot, a fourth grade event, celebrates reading on the elementary level. Middle school highlights include: a Shakespeare study, Renaissance Day, mock trial, and a study of Holocaust survivor narratives.

**Art:** The art program is modeled on Discipline Based Art Education. Students work as trained docents at the Aldrich Museum and participate in contests highlighting graphic and traditional art. Parents, students, and faculty participate in the Draw On Program, inspiring all levels of artists.

**Music:** Students sing, read, notate, analyze, and listen to music. Music is seen in the context of the human experience. Cross curriculum connections include student performances in plays, Christmas pageants, talent shows, and Veteran's Day assemblies.

**Physical Education:** Students take classes twice weekly. Students in grades 4-8 scored 70% on Connecticut's Third Generation Physical Fitness Assessment; in contrast, to the state average of 31%. Journal entries reflect student experiences. The Choice by Challenge program, *Project Adventure*, is implemented through a series of scaled physical activities.

**Social Studies:** Social Studies develops an understanding and appreciation for various ethnicities and faiths. Through the study of history, government, and citizenship, students develop social awareness. Students invite local politicians to the school, act as colonists during a day of living history, participate in Heritage Night, and attend field trips to Ellis Island, New York City, and Boston.

**Technology:** Technology, a global vehicle for communication and research, is integrated throughout the curriculum. Students receive technology instruction weekly in the computer lab. This includes: creating brochures and school newspapers in Publisher, and Power Point, and Excel presentations. Students use the internet as a research tool. Laptops and SMART boards assist teachers in best practice instruction.

**Foreign Language:** The K-8 Spanish curriculum, based on Connecticut State Standards, meets NCLB-BRS goals, and is in compliance with the program's foreign language requirements. Grades K-4 meet weekly, grade 5 bi-weekly, grade 6 four times a week, and grades 7 and 8 have daily 42 minute classes. Instruction includes Total Physical Response techniques. Students write, direct, and produce a newscast, participate in a cultural exposition, practice phone vocabulary using cell phones and read authentic Hispanic literature. Technology is integrated through the use of web quests and websites such as [www.quizlet.com](http://www.quizlet.com) and [www.quia.com](http://www.quia.com).

**2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

The K-5 English Language Arts block supports a differentiated approach to balanced literacy. Components of this inquiry based program are read alouds, shared, guided, and independent reading, word study, communication fluency, and English and grammar mini-lessons. Through Lucy Calkin's, "Writer's Workshop", students become *writers* across the curriculum.

A variety of instruction and assessment methods enhance and improve the reading program. Classroom plays, research presentations, and the use of trade books encourage students to persist in reading across the disciplines for pleasure and information. Assessments such as the DRA2, running records, and formative and summative tests communicate improvement in this important curriculum area. Students create portfolios and poetry anthologies to exhibit and celebrate their success as a *writer*.

Grade level data teams analyze assessment results to drive instruction that meets student's needs. This is supported by learning specialists who work with students individually and in small groups. In addition, a differentiation coach works with teachers on reading strategies in the classroom and instructional modeling. The Wilson Reading Program is directed towards students in grades 2-5 to promote reading patterns through reading real and nonsense words as well as sentence reading for fluency, spelling for encoding and decoding, and paragraph reading for reading comprehension and fluency.

Students are encouraged to pleasure read, be part of the State of Connecticut's Governor's Summer Reading Challenge, and read for charitable endeavors like the Read-to-Feed program by Heifer International. Two Scholastic Book Fairs are held each school year. Students actively use the library media center. Students throughout the school year are involved in reading activities such as the school play, the talent show, class performances, class projects, the school newspaper, and after school enrichment programs facilitated by staff members. Saint Mary School develops life long readers and writers who appreciate literature through an all encompassing program.

**3. Additional Curriculum Area:**

The Saint Mary School science program, based on Connecticut State Standards is inquiry-oriented. The unique curriculum "spirals" so that each year the fundamental concepts of physical science, life science, earth science, and science and technology are explored. This increases student awareness of the running connection between all types of science.

Technology and science are actively integrated through student created blogs, and the use of laptops in interactive labs. Online science textbooks allow students access to their books from any location. SMART boards enable students the opportunity to travel virtually and interact with distant environments.

Embedded tasks are an important component in the development of student inquiry skills. Students participate in hands-on laboratory experiments such as examining how much potential energy can be converted into kinetic energy based on a comparison of four types of breakfast cereals. In 8<sup>th</sup> grade, students apply physics/technology to build their own model bridges which are stress tested.

The students are scientists, and are currently working on proposals to improve energy efficiency and to conserve energy at Saint Mary School. All students were given the challenge of creating ideas for a “Green Team” to help reduce the school’s carbon footprint. The Norwalk River Study in grade 4 further develops student awareness of ecology through the exploration of various ecosystems.

Science is authentically applied in a variety of ways including an annual school wide science fair. Students educate their peers through the study of the rainforest, and have launched a campaign to help protect this biome by raising money to “buy acres” of the rainforest.

After their study of the Long Island Sound, students integrate multiple disciplines to create a book of personal reflections by the use of graphing, creative writing, and artwork.

#### **4. Instructional Methods:**

Saint Mary School’s mission of academic excellence for all learners is evident by the way faculty uses differentiation to teach across the curriculum areas. Grade level curriculum maps drive instruction to exceed state standards. Students who need remediation or enrichment receive support from specialized teaching assistants in flexible groups.

Faculty and learning specialists meet bi-monthly with the differentiation coach to review the instructional methods and materials that teachers utilize. The school newspaper offers an authentic opportunity for many students to share their writing and artwork. The DRA2 reading program is implemented throughout the entire school. This program is proven successful in helping teachers identify specific areas of need for student remediation. Technology is integrated across all subjects through Power Point projects, web quest challenges, and the use of SMART boards to further differentiate instruction.

Students self-assess through peer editing and coaching. Performance tasks are measured with rubrics. Writing assignments, theatrical plays, hands on activities, guided reading, and role-playing are used to teach content across the curriculum areas. Technology instruction occurs in the classroom and in the computer lab, with laptops and SMART Boards. There is emphasis on inquiry based learning.

Student learning occurs outside the classroom. This includes attending presentations at local playhouses, visiting the Aldrich Museum of Contemporary Art, and curriculum related field trips to the State Capital and Boston. Cultural learning occurs through a partnership with Saint Peter’s School in inner city Bridgeport. Video conferencing with students in other parts of the world is being explored. Elementary students become learning “buddies” and experience leadership opportunities by mentoring younger students.

Formal study skills instruction modeling note taking, test preparation, and time management takes place in 6th grade to support the middle school transition.

#### **5. Professional Development:**

As a community of learners everyone is committed to updating their knowledge and skills to support student achievement. Teachers are members in professional organizations, have Master degrees, second Master degrees, and several are pursuing administrative certification or doctoral work. Faculty is involved in the professional development program, Data Driven Decision Making. As a direct result, teachers develop SMART goals aligned with state standards, to inform and improve instruction. Currently the school’s goal is to improve reading and writing ITBS scores across all grades. Programs implemented to achieve these goals are the DRA2 reading series and the Lucy Calkins writing program. Cooperative Educational Services, provides coaching and modeling in reading and writing within each classroom. Formative and interim assessments reflected improvement among all readers after implementing

running records and leveled books (DRA2). SRBI protocols are followed to encourage student movement among tiers. Teachers attend conferences through Connecticut Educational Services, the Bureau of Education and Research, Educational Resource Services, and the State Education Resource Center. Faculty works with local public schools and attends diocesan workshops.

Bi-monthly meetings attended by the entire faculty, as well as weekly middle school meetings, foster professional development through collaboration and sharing of individual coursework or research. Continual work on diocesan maps provides classroom teachers with vertical and horizontal articulation in alignment with state standards and assessments. The differentiation coach provides professional development to all staff through mini workshops during staff meetings, and consults with individual teachers. This form of intervention helps teachers reach all levels of learners, and furthermore improves student performance on formative and summative assessments.

## **6. School Leadership:**

School leadership is central to decision making and is structured to support cumulative student achievement. Based on an assessment by the Gallup organization's Principal Perceiver Instrument, the principal was ranked in the top 10% of principals in the United States in terms of leadership characteristics. However, school leadership is not solely dependent on the principal. The principal encourages different points of view by gathering information from various leadership sectors in order to make informed decisions driven by the needs of all.

The role of the principal is analogous to the conductor of an orchestra. Each member of the orchestra (community of learners) is developed to bring out the best of their talent based on the music (standards) and brings about a harmonious relationship (collaboration).

In addition to administration, teachers, parents, and students participate in school leadership. Two full time teachers, who are the Elementary and Middle School Assistant Principals, meet on a regular basis with their respective teams to develop and support school goals. Meetings are driven by curriculum, and student and parent concerns. Teachers are empowered not only to provide appropriate and challenging instruction but to be leaders in their subject areas. Instructional leaders are designated in every discipline and are responsible for the continuous pursuit of excellence in student achievement. These leaders meet individually with the principal on a bi-weekly basis to discuss progress. Furthermore, parents take active roles in the School Advisory Board, the Home School Association, and a multitude of volunteer opportunities. The Student Council works closely with the principal to develop school wide activities and outreach programs. Together all members of the school community form a collaborative leadership model.

*The activities and initiatives mentioned throughout this application are the direct result of a leadership model that includes highly motivated staff, parents, and students.*

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$6200</u> K	<u>\$6200</u> 1st	<u>\$6200</u> 2nd	<u>\$6200</u> 3rd	<u>\$6200</u> 4th	<u>\$6200</u> 5th
<u>\$6200</u> 6th	<u>\$6200</u> 7th	<u>\$6200</u> 8th	<u>\$</u> 9th	<u>\$</u> 10th	<u>\$</u> 11th
<u>\$</u> 12th	<u>\$</u> Other				

4. What is the educational cost per student? \$ 8397 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 3000
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
3 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
8 %

## PART VII - ASSESSMENT RESULTS

### ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A-2001 Publisher: Riverside Publishing (Houghton Mifflin)

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	75	72	84	79
Number of students tested	25	24	16	21	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	0	0	0	0	0
<b>NATIONAL STANDARD DEVIATION</b>	0	0	0	0	0

Notes:



Subject: Reading                                      Grade: 3      Test: Iowa Test of Basic Skills  
Edition/Publication Year: Form A-2001      Publisher: Riverside Publishing (Houghton Mifflin)  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	72	68	81	90
Number of students tested	25	24	16	21	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	0	0	0	0	0
<b>NATIONAL STANDARD DEVIATION</b>	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 4 Test: Iowa Test of Basic Skills  
Edition/Publication Year: Form-A-2001 Publisher: Riverside Publishing (Houghton Mifflin)  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	76	88	90	83
Number of students tested	24	16	24	18	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	0	0	0	0	0
<b>NATIONAL STANDARD DEVIATION</b>	0	0	0	0	0

Notes:

Subject: Reading                                      Grade: 4      Test: Iowa Test of Basic Skills  
Edition/Publication Year: Form A-2001      Publisher: Riverside Publishing (Houghton Mifflin)  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	88	85	92	94	92
Number of students tested	24	16	24	18	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	0	0	0	0	0
<b>NATIONAL STANDARD DEVIATION</b>	0	0	0	0	0

Notes:

Subject: Mathematics                      Grade: 5      Test: Iowa Test of Basic Skills  
Edition/Publication Year: Form A-2001      Publisher: Riverside Publishing (Houghton Mifflin)  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	63	86	86	77	78
Number of students tested	14	21	17	21	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	0	0	0	0	0
<b>NATIONAL STANDARD DEVIATION</b>	0	0	0	0	0

Notes:

Subject: Reading Grade: 5 Test: Iowa Test of Basic Skills  
Edition/Publication Year: Form A-2001 Publisher: Riverside Publishing (Houghton Mifflin)  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	87	92	88	82
Number of students tested	14	21	17	21	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	0	0	0	0	0
<b>NATIONAL STANDARD DEVIATION</b>	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 6 Test: Iowa Test of Basic Skills  
Edition/Publication Year: Form A-2001 Publisher: Riverside Publishing (Houghton Mifflin)  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	87	81	71	83
Number of students tested	16	20	17	18	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	0	0	0	0	0
<b>NATIONAL STANDARD DEVIATION</b>	0	0	0	0	0

Notes:

Subject: Reading                      Grade: 6      Test: Iowa Test of Basic Skills  
Edition/Publication Year: Form A-2001      Publisher: Riverside Publishing (Houghton Mifflin)  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	91	88	74	86
Number of students tested	16	20	17	18	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	0	0	0	0	0
<b>NATIONAL STANDARD DEVIATION</b>	0	0	0	0	0

Notes:

Subject: Mathematics

Grade: 7

Test: Math

Edition/Publication Year: Form A-2001 Publisher: Riverside Publishing (Houghton Mifflin)

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	80	76	76	72
Number of students tested	17	18	16	18	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	0	0	0	0	0
<b>NATIONAL STANDARD DEVIATION</b>	0	0	0	0	0

Notes:



Subject: Reading                                      Grade: 7      Test: Iowa Test of Basic Skills  
Edition/Publication Year: Form A-2001      Publisher: Riverside Publishing (Houghton Mifflin)  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	85	85	90	93
Number of students tested	17	18	16	18	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>	0	0	0	0	0
<b>NATIONAL STANDARD DEVIATION</b>	0	0	0	0	0

Notes: